

Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	ENGLISH COMPOSITION (II)	Instructor	YING-HSUEH MOELLER
Course Class	TFLXB2A DEPARTMENT OF ENGLISH, 2A	Details	<ul style="list-style-type: none"> ◆ Required ◆ 1st Semester ◆ 2 Credits

D e p a r t m e n t a l A i m o f E d u c a t i o n

- I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.
- II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.
- III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.
- IV. Strategies
 1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.
 2. Promote technologicalization and internationalization.
 3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.
 4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.
 5. Enrich international video conferencing.
 6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.

D e p a r t m e n t a l c o r e c o m p e t e n c e s

- A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.
- B. Develop students' critical thinking skills in an English language learning context.
- C. Strengthen students' workplace English ability.
- D. Develop students' professional abilities in linguistics and English teaching.
- E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.

Course Introduction	<p>In this course we will practice writing academic English. We will examine what it means to have one sentence, one idea--one paragraph, one idea--one essay, one idea. After having these ideas clear, we will practice cohesion that enables us to move from sentence to sentence without any missing links. In order to do these, to think clearly and logically is very important, perhaps even more so than vocabulary and grammar. Therefore, this writing class is also to strengthen logical and critical thinking ability.</p>
------------------------	--

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I.Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Aplying,
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,
A4-Organizing, A5-Charaterizing, A6-Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Write and think logically and coherently. Understanding the genre of academic English	C4	A

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Write and think logically and coherently. Understanding the genre of academic English	Lecture, Discussion, Appreciation, Problem solving	Report, Participation, essays

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◆ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◆ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	106/09/18 ~ 106/09/24	Ice breaking and goal setting. Introduction of academic writing	
2	106/09/25 ~ 106/10/01	Review of academic writing: good topic sentence, elaboration and support evidence in a paragraph. The technique of brainstorming using mind-map. First draft of an autobiography	
3	106/10/02 ~ 106/10/08	What is an English essay? Rhetoric of three. Outlining an essay--the planning process. Hand in of first writing assignment: autobiography first draft	
4	106/10/09 ~ 106/10/15	Good topic sentence with a controlling idea. Revision of first assignment	
5	106/10/16 ~ 106/10/22	Issues of unity in a paragraph and essay. Hand in the 2nd draft of first assignment. .	
6	106/10/23 ~ 106/10/29	Peer review of the second draft of the first assignment. Practicing concluding statement of a paragraph. Five elements of a good paragraph	
7	106/10/30 ~ 106/11/05	Different type of paragraphs. Discussion how to approach an essay on debatable issues	

8	106/11/06 ~ 106/11/12	Hand in the third draft of the first assignment and the first draft of the introduction paragraph on the second assignment. Building smooth sentence to sentence movement.	
9	106/11/13 ~ 106/11/19	Discussion of descriptive essays. Discuss some weak logical links most students have. More on cohesion.	
10	106/11/20 ~ 106/11/26	Midterm Exam Week	
11	106/11/27 ~ 106/12/03	Hand in the second draft of the second assignment. The importance of thesis statement and use of collocations	
12	106/12/04 ~ 106/12/10	Discussion of comparison essays. Different method of comparison	
13	106/12/11 ~ 106/12/17	Hand in the third draft of the second assignment. How to move from paragraph to paragraph	
14	106/12/18 ~ 106/12/24	Writing the first draft of the third assignment, a comparison essay. Use of connectors and transition words	
15	106/12/25 ~ 106/12/31	Hand in the first draft of the third assignment. Discussion of cause-effect essays	
16	107/01/01 ~ 107/01/07	Peer review of the the second draft of the third assignment. Preposition combinations with nouns	
17	107/01/08 ~ 107/01/14	Hand in the third draft of the third assignment. Review of different types of essays	
18	107/01/15 ~ 107/01/21	Final Exam Week	
Requirement	We will at least revise one essay twice, when necessary, three times.		
Teaching Facility	Computer, Projector		
Textbook(s)	Folse, K.S, Solomon, E. V. & Clabeaux, D.(2015). Great Writing: From Great Paragraph to Great Essay (3rd ed.). Boston: National Geographic Learning/Cengage Learning		
Reference(s)	Some journal articles from BBC, the Guardian, the Economist and Scientific American		
Number of Assignment(s)	7 (Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : 40.0 % ◆ Midterm Exam : 20.0 % ◆ Final Exam : 20.0 % ◆ Other < > : %		

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
------	--